



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4448 E. Main St. 7, Mesa, AZ 85205

Sonoran Desert School

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06 Performing
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06 Not Met
2004-05 Not Met
2003-04 Met

School Improvement Status ^(b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. Patricia Dalman
Schedule : 08:30 AM to 03:30 PM
Grades : 9-12
Web Address : www.sdschool.org
Phone Number : (480) 396-5463
Fax Number : (480) 396-4980
E-mail : pdalman@sdschool.org

Mission

SDS offers a self-paced accelerated curriculum that features computer applications and individualized instruction to meet the needs of 16-to-21 year-old students who are behind in their academic credits.

School / Academic Goals

- ü To provide instruction at all levels that stimulates commitment to lifelong learning.
- ü To give the highest priority to continuous growth in learning and teaching.

Enrollment

October 1, 2005 School Year Student Enrollment : 91
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 75

Instructional Programs

- Ü Accelerated Academic Curriculum
- Ü Individualized Mastery Learning
- Ü Project Learning
- Ü Technology Integration

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/14/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

Sonoran Desert School will seek to inspire and empower the individuals within its community to achieve excellence as scholars, citizens and human beings.

Parents

SDS encourages parents to become involved with school activities and asks that parents do everything possible to ensure that their student is prepared to learn and attends school regularly.

Transportation Policy

Sonoran Desert School provides monthly city bus passes for transportation to and from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	22	22	71130	100	100	95	671	671	701	41	41	23	23	23	13	36	36	51	NA	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	16	35465	100	100	96	672	672	702	44	44	21	19	19	13	38	38	53	NA	NA	13
Male	NC	NC	35648	NC	NC	94	NC	NC	701	NC	NC	24	NC	NC	12	NC	NC	50	NC	NC	14
African American	--	--	3868	--	--	95	--	--	686	--	--	33	--	--	17	--	--	45	--	--	6
Hispanic	NC	NC	25103	NC	NC	95	NC	NC	685	NC	NC	34	NC	NC	16	NC	NC	45	NC	NC	5
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	731	--	--	9	--	--	7	--	--	50	--	--	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	16	16	36075	100	100	95	670	670	715	50	50	12	13	13	9	38	38	58	NA	NA	21
Students with Disabilities	NC	NC	5862	NC	NC	71	NC	NC	658	NC	NC	63	NC	NC	15	NC	NC	20	NC	NC	2
Students without Disabilities	20	20	65268	100	100	98	674	674	705	35	35	19	25	25	12	40	40	54	NA	NA	15
Limited English Proficient Students	--	--	4859	--	--	93	--	--	662	--	--	64	--	--	15	--	--	20	--	--	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	--	--	22957	--	--	93	--	--	685	--	--	34	--	--	17	--	--	44	--	--	5
Non-Economically Disadvantaged	22	22	48173	100	100	96	671	671	709	41	41	17	23	23	11	36	36	55	NA	NA	18

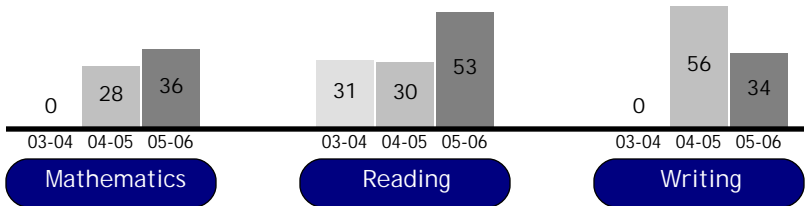
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	19	19	73018	100	100	97	686	686	703	5	5	6	42	42	23	53	53	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	11	36181	92	92	97	703	703	708	NA	NA	4	36	36	21	64	64	65	NA	NA	9
Male	NC	NC	36816	NC	NC	96	NC	NC	699	NC	NC	7	NC	NC	24	NC	NC	62	NC	NC	7
African American	--	--	3976	--	--	96	--	--	689	--	--	8	--	--	29	--	--	59	--	--	3
Hispanic	NC	NC	25801	NC	NC	96	NC	NC	683	NC	NC	10	NC	NC	34	NC	NC	53	NC	NC	3
Asian/Pacific Islander	--	--	1812	--	--	98	--	--	722	--	--	3	--	--	15	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	13	13	37024	100	100	97	689	689	721	8	8	2	31	31	12	62	62	73	NA	NA	13
Students with Disabilities	NC	NC	7170	NC	NC	85	NC	NC	654	NC	NC	23	NC	NC	47	NC	NC	29	NC	NC	1
Students without Disabilities	18	18	65848	100	100	98	689	689	708	6	6	4	39	39	20	56	56	67	NA	NA	9
Limited English Proficient Students	--	--	5099	--	--	95	--	--	641	--	--	29	--	--	59	--	--	12	--	--	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	--	--	23912	--	--	94	--	--	681	--	--	10	--	--	36	--	--	52	--	--	2
Non-Economically Disadvantaged	19	19	49106	100	100	98	686	686	714	5	5	4	42	42	16	53	53	69	NA	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	72810	95	95	96	661	661	685	11	11	6	56	56	30	28	28	58	6	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	10	36111	83	83	97	NA	NA	695	NA	NA	4	NA	NA	23	NA	NA	65	NA	NA	8
Male	NC	NC	36678	NC	NC	95	NC	NC	674	NC	NC	9	NC	NC	36	NC	NC	52	NC	NC	3
African American	--	--	3962	--	--	96	--	--	675	--	--	8	--	--	33	--	--	55	--	--	3
Hispanic	NC	NC	25735	NC	NC	96	NC	NC	669	NC	NC	10	NC	NC	41	NC	NC	48	NC	NC	2
Asian/Pacific Islander	--	--	1809	--	--	97	--	--	704	--	--	4	--	--	19	--	--	65	--	--	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	12	12	36915	92	92	97	658	658	697	17	17	3	42	42	21	33	33	67	8	8	8
Students with Disabilities	NC	NC	7071	NC	NC	84	NC	NC	634	NC	NC	24	NC	NC	53	NC	NC	21	NC	NC	1
Students without Disabilities	17	17	65739	100	100	98	665	665	689	6	6	4	59	59	27	29	29	62	6	6	6
Limited English Proficient Students	--	--	5046	--	--	94	--	--	621	--	--	31	--	--	56	--	--	12	--	--	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	--	--	23814	--	--	94	--	--	667	--	--	10	--	--	41	--	--	47	--	--	2
Non-Economically Disadvantaged	18	18	48996	95	95	97	661	661	693	11	11	4	56	56	24	28	28	64	6	6	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Not Evaluated
	Met Attendance Rate?	NA
	Met Graduation Rate?	N
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	58	30	NA	42	--	--	--	51	NC	NC	NC	52
	Language	58	16	16	42	--	--	--	50	NC	NC	NC	50
	Mathematics	58	43	43	63	--	--	--	50	NC	NC	NC	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Sonoran Desert School

School Site Council

Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Council Duties

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	3.00
Other Professional Staff	1.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	1	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	1	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	24%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library Resource Center

Extracurricular Activities

- Ü Mesa Parks & Recreation
- Ü Laptop Program

Social Services

- Ü Counseling Services
- Ü Community Involvement
- Ü Career Counseling
- Ü Red Mountain Multigenerational Center

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Sonoran Desert School received accreditation by the North Central Association on April 9, 2002. Accreditation means that SDS has met the NCA-CASI standards on resources, personnel, and leadership necessary for effective education.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Promotion Rate ⁵	54	89	88	73
Graduation Rate ⁶	31	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Sonoran Desert School provides a safe school environment by reinforcing positive behavior and consistently enforcing school rules that are clear, broad-based and fair.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Patricia Dalman	(480) 396-5463
Transportation Policy	Patricia Dalman	(480) 396-5463
Community Resources	Patricia Dalman	(480) 396-5463
School Nutrition Programs		
Parent Organization		
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.